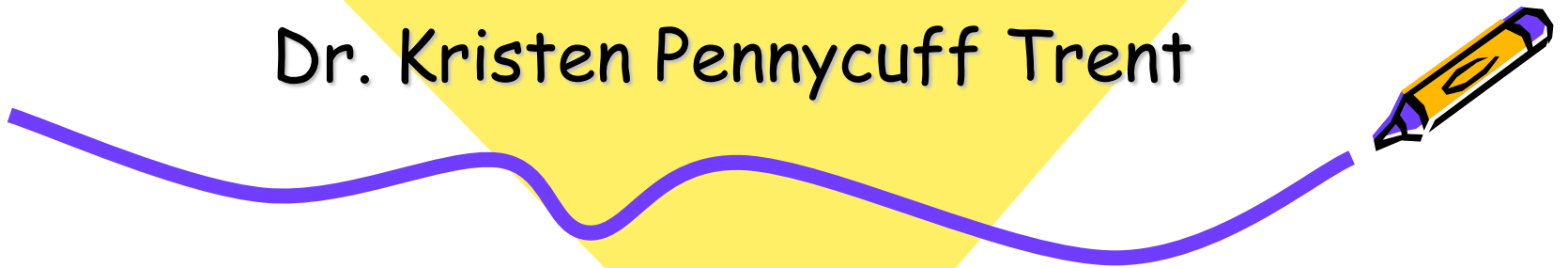




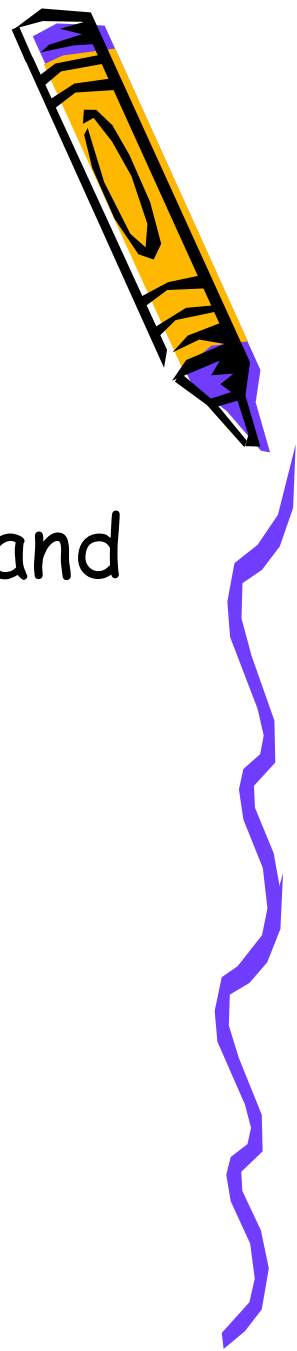
# Teaching Reading to ESL Students

Dr. Kristen Pennycuff Trent



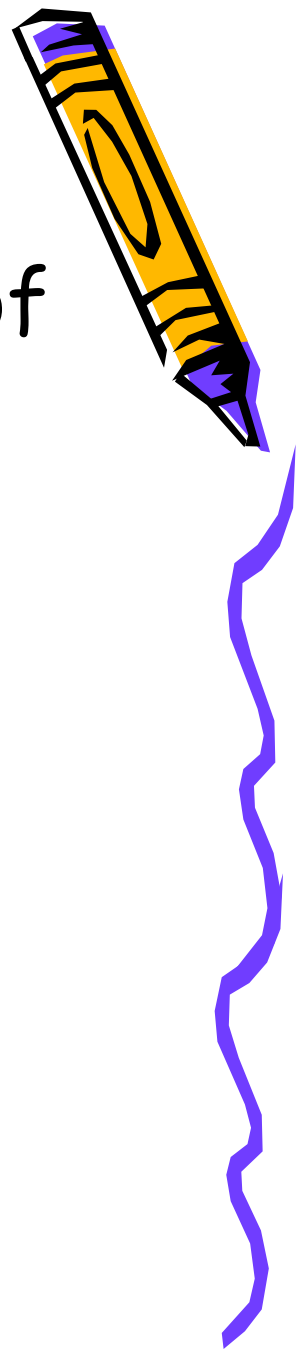
# Gaining Perspective

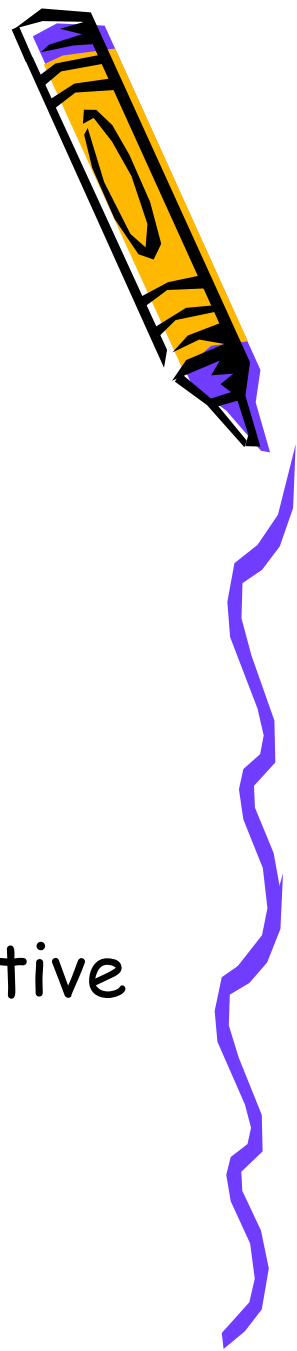
- Read the two scenarios about teaching reading to ESL students and discuss the questions with your group.



# What is reading?

- Reading is an interactive process of various subskills such as
  - Automatic recognition skills
  - Vocabulary and structural knowledge
  - Content/world knowledge
  - Synthesis and evaluation skills
  - Metacognitive knowledge
  - Skill monitoring





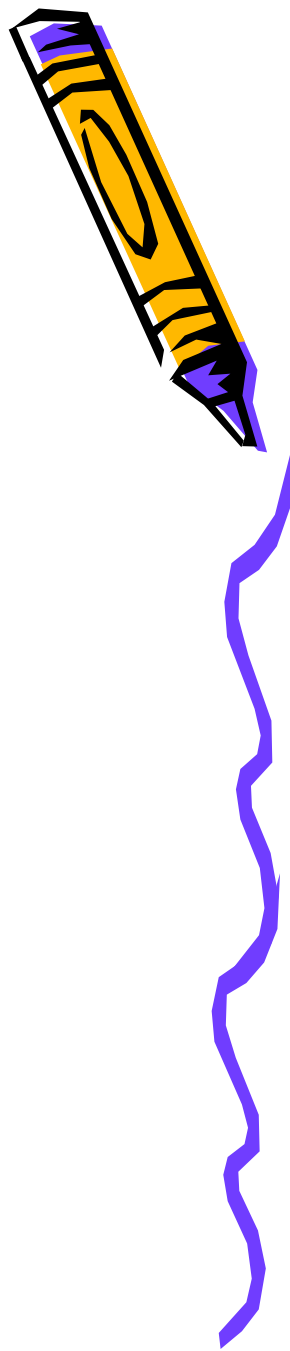
# Review of Reading Theories

- Reading as an Interactive Process
- Psycholinguistic Perspective
- Schema Theory of Reading
- Rosenblatt's Transactional Theory of Reading
  - Efferent vs aesthetic stance
- Importance of the Interactive Perspective
- Social-Interactionist Perspective of Reading

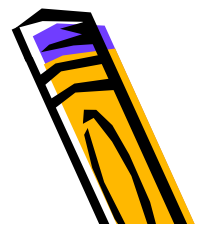


# What is reading?

- Reading is nothing without comprehension.
  - Higher level comprehension
  - Lower level comprehension



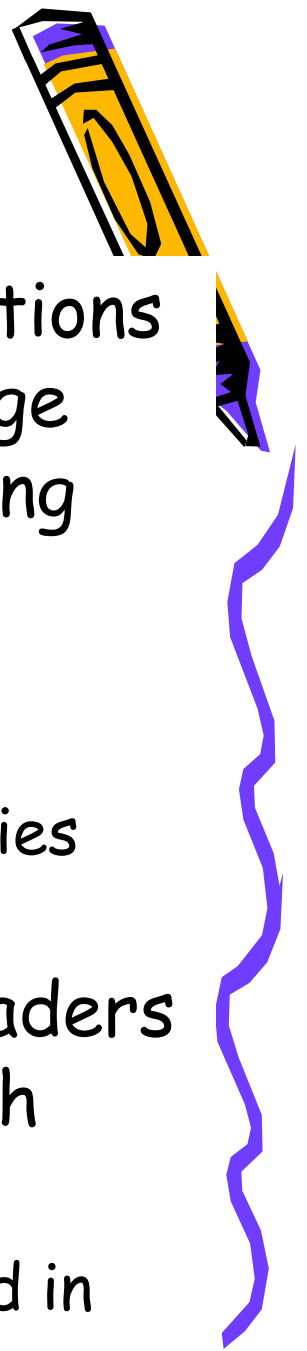
# What makes a good reader?



- Fluent readers have greater automatic skills in word recognition and knowledge of text structures that allow them to read at a rapid rate, freeing them to focus on conceptual ideas at a deeper level.
- Less fluent readers do not have a solid foundation of automatic skills and tend to focus on word level, which limits their ability to use their content or previous knowledge to facilitate comprehension.



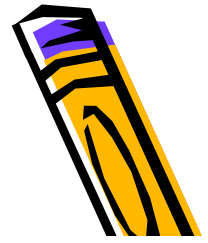
# Difficulties for ESL and Text Structure



- ESL students may have different expectations of text structures in their primary language that would influence what they do in reading and what they understand.
  - As such, these students could benefit from instruction that highlights and enhances their awareness of text features such as cohesive ties and text organization.
- Awareness of text structures can help readers to develop a purpose for reading and match their strategies to their purpose.
  - Consequently, readers become actively involved in their reading .



# Other Problems for ESL and Reading



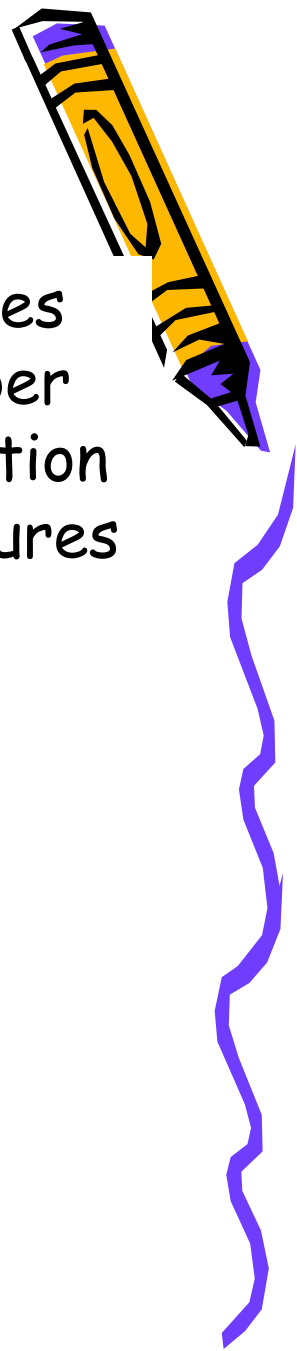
- 1) Lack of familiarity with the sound/symbol system in English
- 2) Lack of background knowledge of the topic or subject
- 3) Lack of vocabulary knowledge in English and inability to recognize or use cognates
- 4) Lack of cultural knowledge for ELLs to make appropriate inferences or conclusions
- 5) Lack of critical thinking skills to develop conceptual knowledge associated with learning academic language and content
- 6) Lack of experience with evaluating information within texts because such activity might not be encouraged in some cultures
- 7) Lack of knowledge of text structures used for organizing ideas in written texts



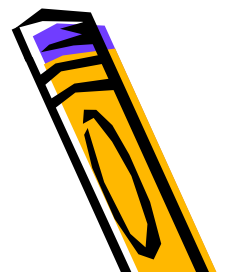


# Sheltered Instruction in Reading

- Sheltered instruction shares a number of features with effective instruction, but it also has a number of unique features which make sheltered instruction more than just good teaching. These unique features include:
  - giving extra wait time,
  - highlighting key vocabulary,
  - incorporating language objectives,
  - providing clarification in students' L 1,
  - adapting content and adjusting speech to students' proficiency levels,
  - using abundant supplementary materials, and
  - activating student background experiences.



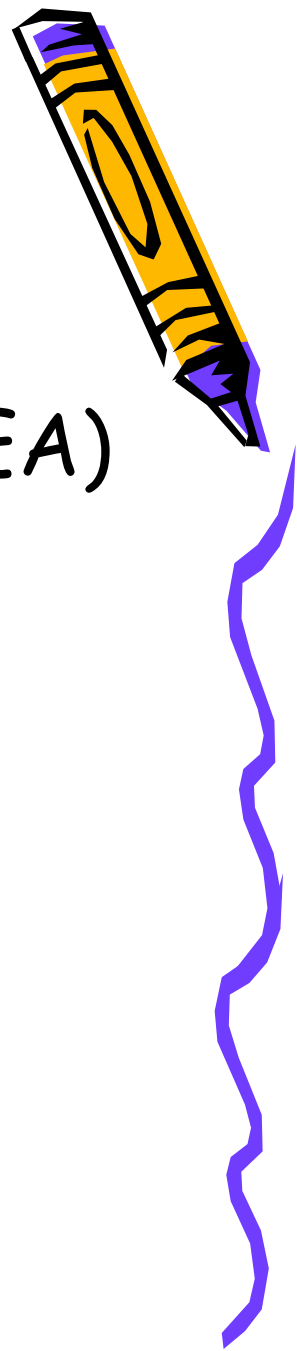
# Scaffolding Strategies



- Scaffolding strategies are sheltering techniques that support students' language and academic learning.
- These strategies serve to help learners acquire content knowledge by varying the levels of linguistic and cognitive demands.
  - When students are given challenging content, instructional delivery and materials must be adjusted for linguistic difficulty so that students can understand.
  - Teachers must employ effective strategies such as visual organizers and cooperative learning structures.



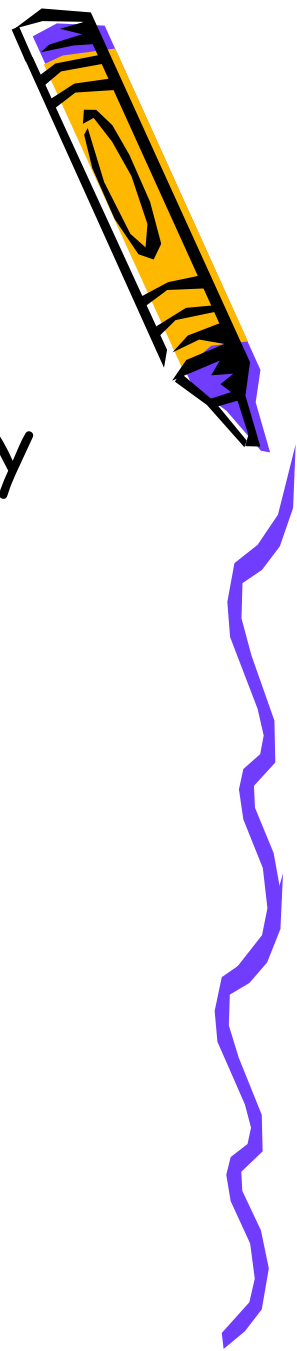
# Strategies for Teaching Beginning Readers



- Language Experience Approach (LEA)
- Reading Aloud
- Choral Reading/Choral Speaking
- Literature Circles
- Thematic Units
- Shared Reading with Big Books



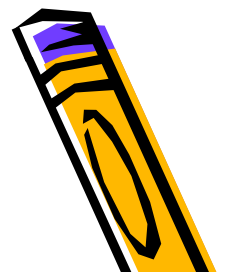
# Strategies for Teaching Intermediate Readers



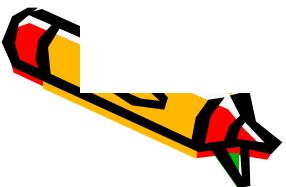
- Directed Reading-Thinking Activity (DRTA)
- Graphic Organizers
- Learning Logs/Journals



# Selecting Appropriate Literature for ESL



- Introduce vocabulary, grammar, and discourse conventions in the language they are learning.
- Introduce stories with a predictable structure, repetitive language, and discourse patterns that support children's understanding.
- Use multicultural texts that present topics that are interesting and relevant to students. These books typically reflect the multicultural groups in the students' communities .



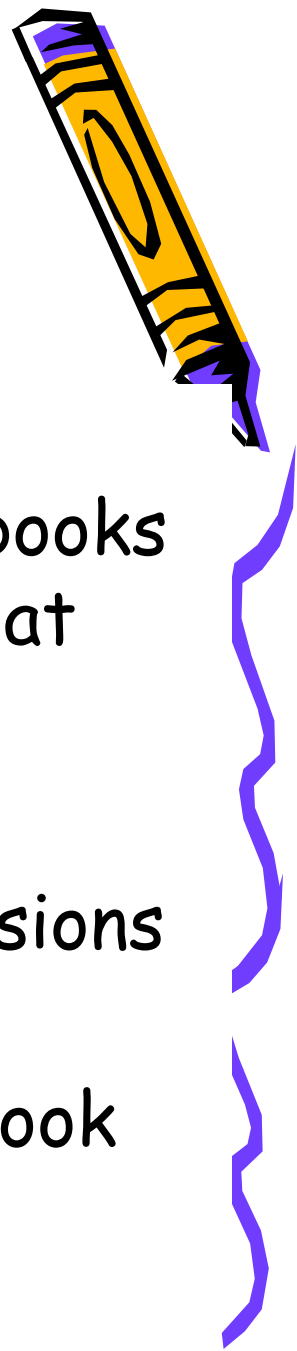
# Selecting Appropriate Literature for ESL

- Use international texts and books written by authors outside the students' country and that reflect daily concerns, history, social life, art, and customs of various cultures outside the student's country. These texts can provide students a window to the world and may be published in multiple languages. Some folktales or fables from around the world have been translated into English from different languages .

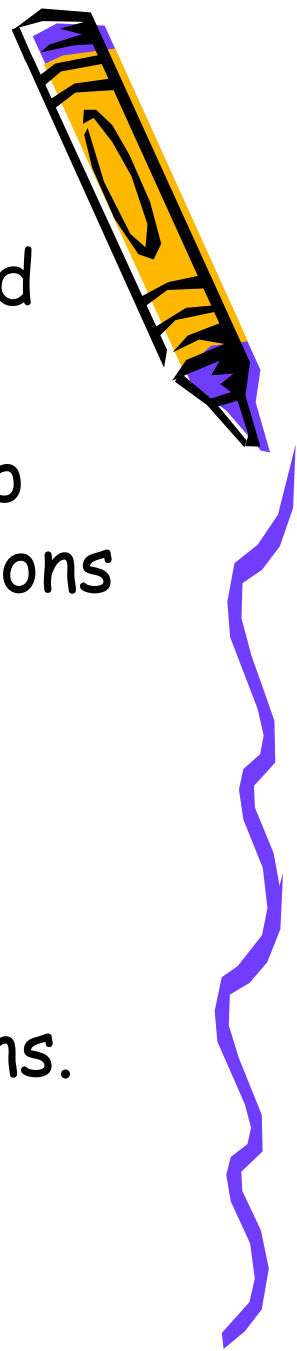


# Selecting Appropriate Literature for ESL

- Introduce materials that contain simple language and concepts before moving to books with more complex language and words that are conceptually abstract.
- Offer a variety of writing genres.
- Use multilevel books/texts to make provisions for individual learner differences .
- Encourage children to choose their own book to read.



# Selecting Appropriate Literature for ESL

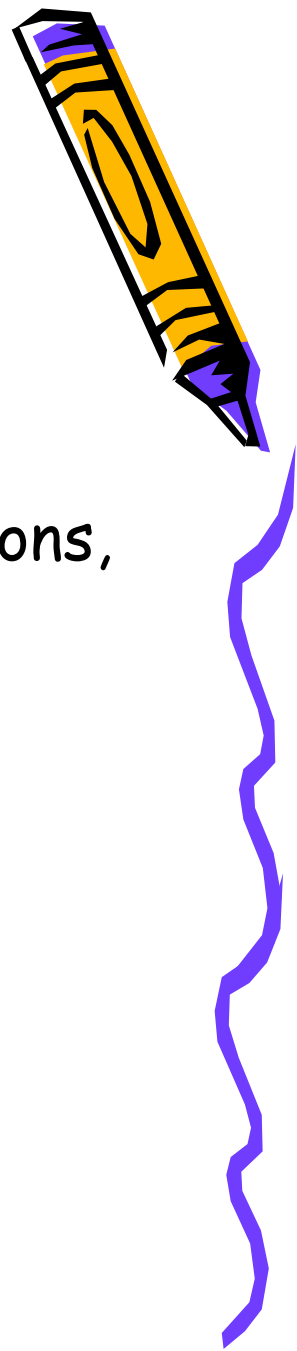


- Take into account children's background knowledge.
- Use "real-world" materials/print to help students discover the values and functions of written language.
- Use content area textbooks to support curricular areas like science, math, and social studies.
- Use materials with plenty of illustrations.





# Materials That Support Language Acquisition



- "Real-World" Materials
  - Environmental print, newspapers, food cartons, menus, letters, catalogs, etc.
- Concept Books
- Pattern Books and Poems
- Text Sets
  - Fiction/non-fiction
  - Same characters
  - Same cultures
  - Same story with different illustrators



# Reading Assessment



- Reading assessments must come from a variety of sources that afford information about the strategies students use in reading, their attitudes about their reading, and their comprehension.
- To do this, authentic assessments should reflect instructional activities that students are doing so that the desired learning behaviors can be observed directly and measured.
- Students' self-assessment should be used to help them develop good metacognitive and monitoring skills, which are vital to helping them become independent readers.



# Reading Assessments

- Anecdotal Records
- Informal Reading Inventories (IRIs)
  - Miscue Analysis
- Running Records
- Self-Assessments

